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INSTRUCTION IN INTER-AMERICAN RELATIONS IN MEDIUM AND SMALLER
STATE COLLEGES AND UNIVERSITIES OF WESTERN UNITED STATES AND
MEXICO. FINAL REPORT.

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THE CONCERN OF THE UNITED STATES FOR ITS RELATIONS WITH
LATIN AMERICA AND THE APPARENT LACK OF FACILITIES FOR
INSTRUCTION IN THIS AREA AMONG THE MEDIUM AND SMALLER
INSTITUTIONS OF HIGHER EDUCATION LED TO THIS STUDY OF
INSTRUCTION IN INTER-AMERICAN RELATIONS. PRELIMINARY
INVESTIGATION LED TO THREE HYPOTHESES--(1) LITTLE IS BEING
OFFERED IN INTER-AMERICAN RELATIONS AT THE MEDIUM AND SMALLER
STATE COLLEGES AND UNIVERSITIES, (2) INTEREST IN EXPANDING
INSTRUCTION EXISTS, AND (3) UNRECOGNIZED INSTRUCTIONAL
RESOURCES FOR EXPANDING INSTRUCTION EXIST. THE RESEARCH
DESIGN FOR THE PROJECT WAS BASED ON A MAIL SURVEY OF ALL
MEDIUM AND SMALLER STATE COLLEGES (UP TO 5,000 ENROLLMENT) IN
THE WESTERN UNITED STATES AND ARBITRARILY SELECTED SMALLER
MEXICAN STATE UNIVERSITIES. THREE DATA GATHERING TECHNIQUES
WERE EMPLOYED--A SURVEY OF INSTITUTIONAL LITERATURE, MAILED
QUESTIONNAIRES, AND PERSONAL INTERVIEWS. THE FOLLOWING
CONCLUSIONS WERE REACHED--(1) HYPOTHESIS ONE PROVED
SUBSTANTIALLY INCORRECT WITH REFERENCE TO THE UNITED STATES
SCHOOLS EXAMINED AND CORRECT WITH REGARD TO THE MEXICAN
SCHOOLS, EXCEPT FOR THOSE IN MEXICO CITY, (2) HYPOTHESIS TWO
WAS SUPPORTED BY THE DATA GATHERED IN THE PROJECT
QUESTIONNAIRES, IN SECONDARY SOURCES, AND THROUGH INTERVIEWS
AND CORRESPONDENCE, AND (3) HYPOTHESIS THREE WAS PARTIALLY
AFFIRMED AND DENIED BY THE DATA GATHERED. SUGGESTIONS ARE
MADE FOR FURTHER STUDY IN THE AREA. (HW)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Project Title: Instruction in Inter-American Relations in Medium
and Smaller State Colleges and Universities of
Western United States and Mexico

Final Report

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INSTRUCTION IN INTER-AMERICAN RELATIONS IN MEDIUM AND SMALLER STATE
COLLEGES AND UNIVERSITIES OF WESTERN UNITED STATES AND MEXICO

Introduction

This study was suggested by two considerations: first, the concern of the U. S. for its relations with Latin America, and second, the apparent lack of facilities for instruction in this area among the medium and smaller institutions of higher education. A preliminary investigation of instruction in Inter-American Relations among some of the smaller schools in Western United States appeared to confirm the suspicion of a lack of facilities and a similar examination of the curriculum at the smaller state universities in Mexico produced a similar result.

The problem for the present study appeared to have three aspects:

- 1) the determination of the nature of instruction in Inter-American Relations at the selected schools, 2) the extent of the interest in improving instruction, and 3) the means for improving instruction.

Hypothesis: The three aspects of the problem and the results of the preliminary investigation lent themselves to three hypotheses:

- 1) That little is being offered in Inter-American Relations at the medium and smaller state colleges and universities,
- 2) That interest in expanding instruction exists, and
- 3_ That unrecognized instructional resources for expanding instruction exist.

Conclusions

Hypothesis 1, "that little is being offered in Inter-American Relations at medium and smaller state colleges and universities" proved substantially incorrect with reference to the schools examined in western United States. In Mexico the hypothesis proved correct with regard to the regular curriculum at the universities visited in the smaller state capitals, but the national capital, Mexico City, offered important exceptions.

Hypothesis 2, "that interest in expanding instruction exists" was supported by the data gathered in the project questionnaires, in secondary sources, and through interviews and correspondence.

Hypothesis 3, "that unrecognized instructional resources for expanding instruction exist" was partially affirmed and denied by the data gathered.

Suggestions for Further Study:

1. Fellowships at Latin American Studies Centers

Curriculum of medium and smaller colleges in the Western United States generally measured up well to the recommendations of experts, but deficiencies appeared, especially in political science, economics, and anthropology. Latin American studies centers, in cooperation with the smaller schools, should explore the offering of fellowships or institutes for the instructors in need of further study. Some American schools provide fellowships or assistantships for Mexican instructors.

2. Development of Basic Latin American Studies Bibliography

Since the Latin American studies materials of most medium and smaller schools appeared deficient, faculty at these schools should take the responsibility of assisting their librarians in the selection of new acquisitions. However, the Hispanic Foundation of the Library of Congress

or the American Library Association could perform valuable service for the Latin Americanists and librarians by developing a basic Latin American studies bibliography for schools of limited size and resources.

3. Improvement of Communications on Latin American Studies

People who go to Latin America spend much of their time when they return to the States talking to others who are not interested or only casually interested in their experiences. The Latin Americanists would probably find a more interested audience if they would form a local Latin American Studies Council. The Council centered in a metropolitan area could offer periodic occasions for not only meetings and talks, but the opportunity for discovering mutual interests, and the coordination and encouragement of research. The development of mutuality of interests could provide the basis for a true Latin American studies program at the medium and smaller schools. Where qualified faculty are lacking in particular subjects it would become easier to present a case for sharing such faculty among several schools in the area.

4. Comparative Analysis of Studies Abroad Programs for American Students in Mexico

Most study-abroad programs in Mexico headquarter or spend most of their time in Mexico City. A comparative study of the development and effectiveness of these programs in relation to those headquartered outside the capital could provide valuable information for those considering new study programs in Mexico and perhaps in other Latin American nations. The Mexican government has a policy of decentralizing industry. It might be well for Americans to examine the data relating to decentralization of educational programs.

The data supporting these conclusions will appear in the section, "Analysis," below, which follows the section entitled "Procedure."

Procedure

General Design. The research design for the project was based on a mail survey of all of the medium and smaller state colleges in the western United States. The Mexican schools studies were arbitrarily selected during a sabbatical leave, 1964-65, and were chosen largely from among the smaller state universities. Limitations of time and budget did not permit a survey or random sampling of these schools. The investigator placed emphasis on the smaller Mexican schools because of an inarticulated hypothesis that it would be feasible for a group of smaller American schools to cooperate with a group of smaller Mexican schools in offering a program of instruction for American students traveling to Mexico. An evaluation of this hypothesis will appear in the analysis of data later in the report.

A control group composed of experts on Inter-American Relations was established. Their views on the desirable extent and quality of instruction in Inter-American Relations at medium and smaller state schools compared with the results of the survey and appear below in the Analysis.

Population and Sample. The term "Instruction in Inter-American Relations" is interpreted broadly for the purpose of this study to include instruction in Inter-American Relations, Latin American Relations, Studies, and Affairs. These terms are used interchangeably. "Medium College" refers to schools with enrollment between 2,000 and 5,000, and "Small College" to those with less than 2,000. "Western United States and Mexico" were delimited as the states of Arizona, California, Idaho, New Mexico, Oregon, Washington, and the United States of Mexico.

The medium and smaller state colleges and universities were chosen because of the chronic shortage of instructional resources in relation to those of the larger colleges and universities. The limitation of the study to "state" educational institutions was necessary because of the limited time and budget available. The medium and smaller state schools in the western United States, their enrollments and library holdings were:

<u>Medium Colleges (2,000 - 5,000)</u>	<u>Enrollment</u> ¹	<u>Library Holdings</u> ²
1. California State at Fullerton	4,903	65,527*
2. Californai State at Hayward	4,053	85,000
3. Central Washington State College, Ellensburg	4,529	99,056
4. Eastern New Mexico University, Portales	4,088	120,000
5. Eastern Washington State College, Cheney	4,007	126,462
6. Humbolt State, Arcata, California	3,244	80,984
7. Idaho State University, Pocatello	4,909	93,071
8. Northern Arizona University, Flagstaff	4,690	75,000
9. Southern Oregon College, Ashland	2,468	55,800
10. Western Washington State College, Bellingham	4,892	114,189
 <u>Small Colleges (below 2,000)</u>	 <u>Enrollment</u> ³	 <u>Library Holdings</u> ⁴
11. Eastern Oregon College, La Grande	1,202	54,215
12. New Mexico Highlands University, Las Vegas	1,407	85,023
13. Oregon College of Education, Monmouth	1,677	59,840*
14. Sonoma State, Cotati, California	1,666	30,176
15. Stanislaus State, Turlock, California	905	46,181
16. Western New Mexico, Silver City	1,158	48,839

* American Universities and Colleges, 9th ed. American Council on Education, Wash., D.C., 1964.

¹ "Higher Education," Education Directory, Part 3. Office of Education, U.S. Dept. of Health, Education and Welfare, Wash., D.C., 1966.

² American Library Directory, 24th ed. New York: R.P. Bowker Co., 1964.

³ Education Directory op. cit.

⁴ American Library Directory op. cit.

Private schools in the medium and small range, although numerous, tended towards much smaller enrollments.⁵ A median school from the private group between 1,000 and 5,000 enrollment offered few courses in Inter-American studies; however, the median school in question was carrying on a study program in Mexico.⁶

The state schools selected represent all of the state medium and smaller state colleges and universities in the selected area, and thus constitute a survey rather than a sample.

A sample of the faculty instructing on Inter-American Relations at the medium and smaller schools was drawn, at our request, by the deans of instruction at these schools. A comment on the results of this method appears in the discussion on Data and Instrumentation below. A sample of experts was drawn by the investigator on the basis of the record of their activities and publications in Inter-American Relations and from their membership on the faculties of large universities with Latin American Studies programs.

Experts at major universities with Latin American Studies in the western United States were invited to participate in a control group for purposes of formulating an outline of desirable facilities at the medium and smaller schools.

⁵ There are 114 private schools in the selected western states. The median school in this group had an enrollment of 551.

⁶ University of Redlands, Redlands, California.

The universities of these experts, with their enrollments and library holdings were:

<u>Large Universities</u>	<u>Enrollment</u> ⁷	<u>Library</u> ⁸ <u>Holdings</u>
17. Stanford University, Stanford, California	10,734	2,377,780
18. University of Oregon, Eugene	11,801	773,121
19. University of California at Los Angeles	23,724	1,866,651
20. University of Texas, Austin	26,853	1,578,490
21. University of Washington, Seattle	26,922	1,267,031

The relative lack of facilities for Inter-American studies at the smaller schools can be inferred by comparing the school with the median enrollment in this group with the university in the group above having the median enrollment. Using standard criteria of enrollment, total number of courses in Inter-American relations, and library holdings, the comparison expressed in ratios is striking:

	<u>Small School</u>	<u>University</u>
Enrollments	1	7
Inter-American courses	1	17
Libraries (Total volumes)	1	23

The Western area of the United States was selected for the study because of its proximity to Mexico, and the presence in the area of several professional groups which might serve as channels for better communication among Latin Americanists.⁹

⁷ Education Directory op. cit.

⁸ American Library Directory op. cit.

⁹ Pacific Coast Council on Latin American Studies, Western Political Science Association, etc.

<u>Schools in Mexico</u>	<u>Enrollment</u> ¹⁰
1. University of Morelos, Cuernavaca	497
2. University of Benito Juarez, Oaxaca	392
3. National University of Mexico, Mexico, D.F.	42,256
4. National Polytechnic Institute, Mexico, D.F.	12,017
5. El Colegio de Mexico, Mexico, D.F.	70
6. University of Queretaro, Queretaro	474
7. University of Michoacana, Morelia	2,020
8. University of San Luis Potosi	1,908
9. Teachers College, Saltillo	33

Data and Instrumentation. Three data-gathering techniques were employed:

1) a survey of institutional literature, 2) mailed questionnaires, and 3) personal interviews. Catalogues for the year 1964-65 were obtained from all of the American and most of the Mexican schools selected for study. This material supplied our data on existing courses of instruction in Inter-American relations. Catalogues were preferred to publications listing courses offered in the current year, i.e. time schedules, because our concern was in the extent of courses offered in a reasonable period of time.

Mailed questionnaires provided data on both the increasing interest in Inter-American relations and on unrecognized resources of the selected schools. Questions on ". . . unrecognized resources for expanding instruction . . ." i.e. resources within the selected schools, in field courses or study abroad, were designed to produce information of a qualitative nature of two types; 1) study abroad programs, and 2) interinstitutional communications of faculty. Pre-testing of the questionnaires eliminated some questions and suggested a few additional ones. A second pre-testing might have produced still further refinement. Three groups of respondents received the

questionnaires: 1) deans of instruction, 2) faculty instructing courses in Inter-American relations, and 3) experts on Inter-American relations. Copies of the questionnaires are attached as Appendix I Faculty Questionnaire, Appendix II Deans Questionnaire, and Appendix III Experts' Questionnaire.

Personal interviews were employed by the investigator to verify some of the data gathered from the institutional literature and to obtain other data, especially that on interinstitutional communications by faculty at major universities. Some of this information might have been obtained by a better designing of the questionnaire sent to the experts. Only a few of these interviews were possible because of the limited time and budget.¹¹

The responses to our data-gathering efforts were gratifying. Colleges and universities, both American and Mexican, promptly supplied their publications on our request. Response to the mailed questionnaires was substantial. Only one of the fourteen American colleges to which the forms were sent failed to return them. Of the faculty questionnaires distributed by the deans, approximately ninety per cent were returned.¹²

The disciplines of the faculty by percentage is as follows:

History	30
Spanish	30
Political Science	14
Geography	10
Economics	4
Anthropology	4

¹¹ Appendix VI "Location of Interviews."

¹² Each of the deans received five questionnaires for the faculty. This appeared to the investigator to be ample for one questionnaire to a member of each of the disciplines usually appearing in the catalog listings of Inter-American studies. However, seven disciplines appeared among the questionnaires of the responding faculty. It would appear then that more questionnaires should have been sent to each of the deans.

Sociology	2
Art	4
Blank	2

Of the seven experts to receive our forms, five were kind enough to complete and return them. Several of these persons as well as a number of Mexican educators gave generously of their time in personal interviews. Dr. Howard F. Cline, Director, Hispanic Foundation, Library of Congress, Washington, D.C., provided friendly counsel in the early stages of the study.

Substantial credit for this study should go to all those cooperative persons who made the data gathering phase of this study a relatively easy and pleasant task. Credit must also go to two able research assistants, Mr. Al Acock, who was largely responsible for the construction of the questionnaires, and to Mr. Terence Wilson, who provided much of the organization and analysis of the data. Our patient and able secretaries, especially Miss Sally Lanning and Miss Doncie Edwards, also deserve recognition. The investigator is indebted to the administration and staff of Eastern Washington State College for a sabbatical leave in 1964-1965, part of which was devoted to a study of programs for American students in Mexico and to the organization of Mexican higher education. Finally, the investigator is grateful to the staff of the U.S. Department of Health, Education and Welfare for a grant to conduct the study.

Analysis

The analysis of data in the study will follow the order of the statements expressed in the Conclusion above.

Hypothesis I: The first hypothesis was divided into three parts: 1) Course Offerings, 2) Qualifications of the faculty, and 3) Library facilities.

Recommended course offerings by the Experts and Recent Course Offerings

The curriculum offered by most of the medium and smaller state colleges in Western United States compared substantially with that recommended by the experts for such schools. The questionnaire asked the experts to indicate the courses they felt were extremely important to provide a program of Latin American studies in medium and smaller American schools. They were asked to disregard the strengths or weaknesses of the particular schools involved, and to indicate only what they felt should be offered.¹³ This was then compared to the course offerings listed in the catalogues of the medium and smaller schools.

The experts were in unanimous agreement that the first and second years of Spanish language and courses in Spanish-American literature were of primary importance for both small and medium colleges. A drop-off occurred regarding the Spanish-American novel with more importance attached to its inclusion in the larger schools' curriculum. The experts were also in unanimous agreement regarding the importance of Political Science at both the medium and small colleges. In addition, one respondent suggested that an inter-disciplinary course could be offered. History was also considered of major importance; however, it was given more importance as both facilities and staff permitted at the larger schools. In both instances more emphasis was placed on the colonial rather than the republican era. Geography, like history, increased in importance at the medium size schools. Economics also received more weight for the medium size schools; however, it

¹³ Appendix III, "Experts' Form," question 3.

was generally considered of lesser importance than the courses listed above. It was suggested that economics could be incorporated into other subjects. Ranking last in importance were sociology and anthropology. One respondent felt that at least one course in social anthropology should be offered on a one semester or alternating-year basis.

The data on recent course offerings, taken from the catalogues of the medium and smaller schools was limited to courses related to Inter-American Studies. Although the courses were separated according to the size of school, the sequence of importance was comparable, with a logical increase in all disciplines at the larger schools. Spanish ranked far in the lead with a total of 46 courses, although only courses relating specifically to Spanish-American literature were selected. History was second with 34 courses and geography ran third with 14 courses. Political Science was next with six courses. Anthropology listed 3, art 2, and economics 1 course; however, they were not offered at all in the smaller institutions.¹⁴

Questions were asked relating to two other categories: a) courses planned and b) those desired but unavailable. Planned and desired course offerings had a strong correlation with the existing situation, although the results from this section of the questionnaire were undoubtedly influenced by the discipline of the respondents.¹⁵ Spanish was far in the lead in both planned and desired course offerings with history in second place. Political Science ranked third in planned courses, followed by anthropology; however, no plans were indicated for geography or economics. Anthropology

¹⁴ Appendix VII, "Courses Listed in College Catalogues."

¹⁵ See list on page 9.

ranked third for desired courses; however, one of the responding anthropologists listed several courses. Political Science, economics and geography were last with one course each.

Curriculum in most state universities of Mexico is professional, emphasizing Law, Medicine, Engineering and some Business courses. In Mexico City, the National University's Summer School and the University of the Americas offer curriculum similar to that in this country on a year round schedule. A number of other schools throughout the country offer summer programs designed for American students. The cost of some of these programs conducted in cooperation with American schools was not unlike that for a comparable term at a private college in one of the western states. Approximate costs, enrollments and other data for a selected number of these programs may be examined below in Appendix VIII.¹⁶

Qualifications of Faculty

Formal qualifications of the responding faculty members, i.e., advanced degree and rank, were substantially above the national average as reported in a recent survey by the Research Division of the National Education Association.¹⁷ Of the responding faculty, 64 per cent held their doctorates against slightly more than one-half for the nation. The responding faculty also out-ranked those in the national study:¹⁸

¹⁶ Appendix VIII, "Some Programs of Study ..."

¹⁷ "Sampling Study of the Teaching Faculty in Higher Education," N. E. A. Research Bulletin. Washington, D. C.: Research Division of the National Education Association, February, 1966, Vol. 44, No. 1, p. 7.

¹⁸ Ibid. p. 7.

RespondentsN. E. A. Study

Professor	38%	29.5%
Assoc. Prof.	22%	26.4%
Ass't. Prof.	36%	31.1%

Additional data indicated the respondents were mature, but had been recently recruited. The majority of the respondents were over forty and had been at their present institutions less than six years.¹⁹ The recent recruitment suggests a growing interest in Latin American studies.

Faculty activities and skills recommended by the experts were substantially similar to those of the responding faculty. The experts composing the control group for the study were asked to select, from a given range of questions, the qualifications they considered important in evaluating the quality of instruction. The questions concerned four types of activities or skills: a) research and publication, b) proficiency with Spanish, c) advanced degree held, and d) personal travel and experience.²⁰

a) The experts were in agreement regarding the necessity of research on the Americas for medium and small colleges; however, when asked to evaluate the need for research and publication there was a divided vote.

b) The majority of the experts agreed that a high proficiency in Spanish was necessary in the medium and small colleges with only one expressing disagreement. To the suggestion that a reading knowledge was not necessary because of the quantity and quality of translations, the respondents unanimously disagreed.

c) When asked if they considered an advanced degree with a minor in Latin American Studies very important at the medium size of schools, the

¹⁹ Appendix I, "Professor's Form," question A

²⁰ Appendix III, "Expert's Form," question 1.

experts were divided in their opinions. However, to the same question regarding a major in Latin American Studies, the experts were unanimous in their opinions that a major is not necessary.

d) To the statement "There is little value in the instructor having traveled in Latin America," the experts tended to disagree strongly. Finally, when asked if they felt it extremely important to have both traveled and done extensive research in Latin America, the majority agreed that it was, with one dissenting opinion.

The sections of the questionnaire requesting information on personal qualifications and activities of the faculty were divided into the same four categories as they were for the experts: a) research and publication, b) proficiency with Spanish, c) advanced Degree held, and d) personal travel and experience.²¹ The similarity between faculty members' responses and the experts' recommendations was substantial.

a) To the question regarding research on the Americas, approximately 55 per cent of the respondents indicated that they had done some research regarding the Americas; however, approximately one-third of those indicating a positive response had done their work only on their Ph. D. dissertations. Another third had published articles while only four indicated they had published books. Several respondents indicated their research had centered around travel, sabbaticals, or personal interest projects.

b) In answering our inquiry as to their proficiency in Spanish, approximately 49 per cent indicated skill in all three areas of reading, writing

²¹ Appendix I, "Professor's Form," question D.

and conversation. Of those responding, 82 per cent could read the language, 55 per cent indicated facility in conversation and 49 per cent skilled in writing.

c) With regard to the question concerning the advanced degree held by the respondents, 60 per cent indicated they had neither majored nor minored in Latin American Studies, 22 per cent indicated they held minors, and 13 per cent had majors. An additional 5 per cent indicated they had done some work in Latin American Studies.

d) Approximately 73 per cent of the respondents indicated they had traveled in the Americas. About one-third of them had visited Mexico; travel by the remaining two-thirds was relatively well-distributed throughout Latin America. Many had visited several countries on numerous occasions. The questionnaire also indicated a significant increase in travel in the post-1960 period, and well over one-half of the additional trips were made since 1955.

With regard to voluntary activities, 22 per cent of all respondents indicated either present or past activities concerned with such things as advising and arranging for student travel and study abroad programs, and participating in Inter-American Institutes, Centers, and activities.

Library Facilities

In this section of the questionnaire, concerned with the quality of libraries, the experts were asked to indicate only what they thought should be available at medium and small universities. The recommended holdings listed by the experts were then compared to the existing holdings

of the participating schools.²² The subject matter was divided into a) The basic bibliographic works, b) basic encyclopedic or reference works, and c) periodicals.

a) Among the basic bibliographic works, the experts unanimously endorsed the Handbook of Latin American Studies. Only one expert considered Fichero Bibliografico Hispanoamericano to be important. Additional bibliographic works suggested by various experts include The Latin American Research Review and the Select Bibliography by the American Universities Field Staff.

The listed library holdings indicated eleven of the thirteen responding schools had The Handbook of Latin American Studies while only two among the eleven indicated they had Fichero Bibliografico Hispanoamericano. Eight schools did, however, indicate they had one or two more bibliographic works.

b) In answering our question regarding basic encyclopedia or reference works, three of the experts acknowledged Diccionario Enciclopedico de Las Americas and two indicated Who's Who in Latin America. Other references listed were: America en Cifras, Espasa Calpe, National Directory of Latin Americanists, Encyclopedia of Latin American History, and publications of U.C.L.A. Latin American Center. Only three schools reported having Who's Who in Latin America, and none Diccionario Enciclopedico de las Americas. Again, eight schools indicated having one or two more encyclopedic or reference works.

²² Appendix III "Expert Form," question 2; and Appendix II "Deans Form," question 4.

c) In the section of the questionnaire referring to journals and periodicals, the experts were asked to indicate to what extent they felt given journals were necessary for the study of Inter-American Affairs. The following table lists the journals in their order of importance according to the experts' recommendations, and indicates the number of participating schools which have the journals in their libraries.

Key of Importance

- | | |
|------------------------|-----------------------|
| 1) extremely important | 4) no opinion |
| 2) important | 5) fairly unimportant |
| 3) fairly important | 6) unimportant |

<u>Name of Journal</u>	<u>Experts' Response</u>	<u>Number of Libraries Indicating Possessi</u>
Hispanic American Historical Review	1 1 1 1 2	13
Americas	5 1 1 5 1	11
Journal of Inter-American Studies	2 2 2 1 2	3
Inter-American Economic Affairs	2 2 3 2 2	7
Revista De Historica De America	2 - 3 2 3	0
Cuadernos Americanas	3 2 3 2 3	3
Foro Internacional	3 4 3 3 4	0
Vision	3 1 6 - 3	1
Panama	3 4 5 - 4	0

Additional journals selected by the experts were:

Pan American Union Briefs
 American University Field Staff Reports
 Latin American Research Review
 Economic Development and Social Change
 La Promisa of New York
 "One good newspaper from Latin America"

Hypothesis II: "That interest in expanding instruction in Inter-American Relations exists" was supported in the response to two items on a questionnaire sent to the faculty at the medium and smaller schools in Western United States. The faculty were asked if new courses were being considered

and which courses were being planned.²³ Among the new courses being considered, Spanish, History, Political Science and Anthropology were listed in that order of frequency, but less than one-half of the respondents answered the question. The second question inquired if faculty believed that student interest in Inter-American Studies were increasing. Of the 70 per cent who responded, 59 per cent said that student interest was increasing.

In Mexico the investigator inquired at nine universities regarding their interest in either establishing or in expanding an existing program of study for American students; and in each instance the reply was an affirmative.²⁴ In conversation with a number of officers of programs for American students, the investigator learned, among other things, of the differences in curriculum between that of American school oriented toward the liberal arts and that of the Mexican university directed much more toward preparation for one of the professions. Among other items which the officers of the Mexican study programs noted were the cultural differences between the peoples of the two countries and the need for American faculty to accompany American students in Mexico. These problems were presented, however, as precautions rather than as difficulties.

Hypothesis III: Data selected to evaluate the third hypothesis, "that unrecognized resources for expanding instruction exist," consisted of information relating to Study Abroad Programs and Interinstitutional Communications among the Faculty.

²³ Appendix I, "Professor's Form," question B.

²⁴ See page 8, "Schools in Mexico."

Study Abroad

Believing study-abroad programs to be one of the unrecognized resources for expanding instruction, our questionnaire inquired as to the status of existing and proposed programs. Of those responding, only three schools had study-abroad programs, while two others were planning programs. These programs range from as few as two students participating on an exchange basis to as many as fifty.

An overwhelming majority of the faculty indicated that study abroad programs were extremely important.²⁵ When asked whether the faculty directing study abroad programs should be American, foreign, or both; all except one expert recommended a faculty composed of Americans and foreigners. A majority of the faculty, with only two exceptions, agreed that faculties with both American and foreign members were desirable.

Strong support was also registered in favor of a high degree of language facility. To the specific question asking whether or not the students had an adequate understanding of the economic situation of the country in which they were studying, a split occurred. In response to an additional question the majority disagreed with the statement "Students ... can't adapt to the social conditions of Latin American countries."

When the professors were asked what they considered to be the disadvantages of a study-abroad program, only a few responded. The most frequent deficiency noted, was inadequate language facility of the students. Other deficiencies included the lack of adequate organization and preparation of most programs both before and during actual participation.

²⁵ Appendix I, "Professor's Form," question B.

Interinstitutional Communications

Regarding the degree of inter-school communications, 56 per cent of all respondents indicated agreement with the statement "Communications between teachers at different schools is good." However, only 36 percent indicated they had participated in some activity beyond the local level in the last year, with another 31 per cent having participated at an earlier date. Only 29 percent indicated making contact with one or more of the recognized Latin American centers within the last year. Statistics point to little regular as organized communication among schools.

On the other hand, there was little evidence of a systematic effort by Latin American centers at major universities to assist the smaller schools. Interviews at several of the major universities and an examination of their programs indicated a willingness on the part of responsible faculty and administrators to be of assistance to the smaller schools, but no organized or sustained effort in this direction. The low level of communications between schools may present a roadblock to cooperative improvement of Latin American studies.

PROFESSOR'S FORM

A. Background Information:

1. Date of birth: _____
2. Rank (check one): Prof. ☒, Associate Prof. ☐, Assistant Prof. ☐,
Instructor ☐, Lecturer ☐
3. Education: B.A./B.S. ☐, M.A./M.S. ☐, Ph.D. ☐, Other _____
4. Your primary discipline (History, Geography, Spanish, etc.): _____
5. Name of college or university presently employing you: _____
6. Number of years of teaching at present college or university: _____

B. Background on Present and Planned Latin American Studies Curriculum:

1. What courses concerning Inter-American Studies do you teach? (in such fields as literature, politics, history, geography, etc.)
Department _____ Title of Course(s) _____
2. What courses are being considered for future years?
Department _____ Title of Course(s) _____
3. What courses do you consider desirable but which cannot be practically offered by your school in the near future?
4. Does your school have a study abroad program with any Latin American country? Yes ☒/No ☐. If "Yes,"
a) please enclose any written literature on the program and indicate enrollment: Past _____ Present _____ Projected _____
b) does the program use: all U.S. faculty ☒, all foreign faculty ☐,
both U.S. and foreign faculty ☐
5. What, if any, do you consider the disadvantages of most study abroad programs? (Please answer on the back of this page.)

C. Background on Schools and Problems Concerning Latin American Studies:

1. Please indicate by placing the appropriate number(s) in the boxes below which of the following schools you have corresponded with in the last year concerning Inter-American Studies. Indicate as follows:
(1) arrangement of speakers, (2) recommendation of students, (3) opportunities for your own further study in the field, (4) grants for research, (5) others, please state.
☒ University of Arizona ☐ University of Oregon
☐ Stanford ☐ University of Texas
☐ U.C.L.A. ☐ Other school _____

2. Have you participated or attended a panel or professional meeting relating to Inter-American Studies in the last year? Please check one or more of the following:
- ☒ At the national level ☐ Not in the last year
- ☐ At the sectional level ☐ Other, please specify: _____
- ☐ At the regional level
3. Following is a list of some opinions concerning Inter-American Studies. Please indicate the degree of your agreement or disagreement as follows: (1) strongly agree, (2) agree, (3) slightly agree, (4) no opinion, (5) slightly disagree, (6) disagree, (7) strongly disagree.

Regarding Inter-American Affairs;

- ☐ a. Communication between teachers at different schools is good.
- ☐ b. Student interest is rapidly increasing.
- ☐ c. Students have adequate language ability
- ☐ d. With the increasing quality and quantity of translations, language barriers are no longer a significant problem.
- ☐ e. Study abroad programs with Latin American countries are extremely important for students engaged in Inter-American Studies.
- ☐ f. Students on study abroad programs fail to have an adequate understanding of the economic structure of the country in which they are studying.
- ☐ g. Students, for the most part, can't adapt to the social conditions of Latin American countries when they are in a study abroad program.
- ☐ h. A high degree of language facility is necessary for students in a study abroad program.
4. What do you feel are the major steps to improving the teaching on Inter-American Studies? (Please answer on the back of this page.)

D. Background Information on Your Personal Qualifications and Activities:

1. Indicate your skill in Spanish: Reading ☐, Writing ☐, Conversation ☐, None ☐.
2. Have you done any research regarding the Americas? Yes ☐, No ☐. If "Yes" please indicate the subject(s) or title(s) of research or publication(s), the date(s), place(s), and individuals or institutions which cooperated: _____
3. Have you traveled abroad in the Americas? Yes ☐, No ☐. If "Yes," please state the countries visited and the year(s): _____
4. Please state any voluntary activities regarding the exchange of students or general studies in Inter-American Relations in which you have or are participating. Please enclose any information: _____
5. In your advanced training did you major ☐, minor ☐, neither ☐ in Latin American Studies?

LEAF OF INSTRUCTION'S FORM

1. Present school: _____
2. Would you please list all teachers to whom you have sent a questionnaire:

3. What courses are offered by your school in the various fields of Inter-American Studies? Please include all fields, e.g., Political Science, History, Art, Spanish, Geography, etc.

Dept.	Title	Approximate Enrollment	Credit
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
4. Please check which of the following journals, bibliographic, encyclopedic, or reference works your library has:
 - ☐ Hispanic American Historical Review
 - ☐ Hispanic American Report
 - ☐ Americas
 - ☐ Inter-American Economic Affairs
 - ☐ Journal of Inter-American Studies
 - ☐ Cuadernos Americanos (Mexico)
 - ☐ Foro Internacional (Mexico, D.F.)
 - ☐ Politica (Caracas, Ven.)
 - ☐ Revista De Historia De America (Mexico)
 - ☐ Vision (Panama)
 - ☐ Handbook of Latin American Studies
 - ☐ Fichero Bibliografico Hispanoamericano
 - ☐ Who's Who in Latin America
 - ☐ One or two more bibliographic works
 - ☐ Diccionario Enciclopedico de las Americas
 - ☐ One or two more encyclopedic or reference works

EXPERT'S FORM

Criteria for Evaluating Latin American Studies at Medium and Smaller
Colleges in the Western United States

1. Following is a list of statements concerning criteria commonly used in evaluating the quality of instruction. Please indicate the degree of your agreement or disagreement in the box provided for you as follows: 1) strongly agree, 2) agree, 3) slightly agree, 4) no opinion, 5) slightly disagree, 6) disagree, 7) strongly disagree. Note that these statements are directed to medium and smaller colleges in one column and to larger colleges and universities in the other column.

Large Colleges
& UniversitiesMedium & Smaller
Colleges

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | a. An advanced degree with a major in Latin American Studies is very important. |
| ☐ | ☐ | b. An advance degree with a minor in Latin American Studies is very important. |
| ☐ | ☐ | c. A high proficiency in Spanish is absolutely necessary. |
| ☐ | ☐ | d. A reading knowledge is not necessary because of the quantity and quality of translations. |
| ☐ | ☐ | e. The instructor should have done research and publication in Inter-American Relations. |
| ☐ | ☐ | f. Although publication is not necessary, the instructor must have done some extensive research regarding the Americas. |
| ☐ | ☐ | g. There is little value in the instructor having traveled in Latin America. |
| ☐ | ☐ | h. It is extremely important that the instructor has both traveled and done extensive research in Latin America. |

2. Following are some questions concerning the quality of libraries at medium and smaller colleges and universities. We want your answers directed only to what should be available at medium and smaller universities.

- a. What basic bibliographic works are necessary for study in Latin America? Please check the ones that we have listed which you feel are necessary, and list any additional ones.

☐ Handbook of Latin American Studies

☐ Fichero Bibliografica Hispanoamericano

- b. What basic encyclopedic or reference works are necessary? Please check the ones that we have listed which you feel are necessary, and list any additional ones.

☐ Who's Who in Latin America

☐ Diccionario Enciclopedico de las Americas

- c. To what extent do you feel the following journals are necessary to the study of Inter-American Affairs? Indicate as follows: 1) extremely important, 2) important, 3) fairly important, 4) no opinion, 5) fairly unimportant, 6) unimportant.

☐ Hispanic American Historical Review ☐ Journal of Inter-American Studies

☐ Americas ☐ Vision (Panama)

☐ Hispanic American Report ☐ Cuadernos Americanos (Mex.)

☐ Inter-American Economic Affairs ☐ Foro Internacional (Mex.)

☐ Revista D. Historia D. America (Mex.) ☐ Politico (Caracas, Ven.)

- d. What other journals do you feel are vital to an adequate library for Latin American Studies? _____
-
-

3. What courses do you feel are extremely important to provide a program of Latin American Studies of an adequate perspective? We are not interested in the strength or weakness of a particular school, but only with what should be offered. Below there are two columns, one for small colleges and one for medium colleges. Please indicate by checking in the appropriate box if the courses we have listed are necessary and please list any additional courses that you feel are extremely important.

SMALL COLLEGES: 2,000 or LESS

MEDIUM COLLEGES: 5,00 or LES

- a. History:

☐ History of Colonial L.A.

☐ History of Republican L.A.

Others: _____

- b. Geography:

☐ Geography of L.A.

Others: _____

- a. History:

☐ History of Colonial L.

☐ History of Republican

Others: _____

- b. Geography:

☐ Geography of L.A.

Others: _____

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c. Political Science:
☐ Government and Politics of L.A.
Others: _____

d. Economics:
☐ Economic Development of L.A.
Others: _____

e. Spanish:
☐ 1st and 2nd year of language
☐ Spanish-American Literature
☐ Spanish-American Novel
Others: _____

f. Sociology and Anthropology:

g. Study abroad programs:
☐ With U.S. faculty only
☐ With U.S. and foreign faculty
☐ With foreign faculty only
☐ No program
Other: _____

c. Political Science:
☐ Government and Politics of
Others: _____

d. Economics:
☐ Economic Development of L.A.
Others: _____

e. Spanish:
☐ 1st and 2nd year of language
☐ Spanish-American Literature
☐ Spanish-American Novel
Others: _____

f. Sociology and Anthropology:

g. Study abroad programs:
☐ With U.S. faculty only
☐ With U.S. and foreign faculty
☐ With foreign faculty only
☐ No program
Other: _____

APPENDIX IV

Medium and Smaller State Colleges in Western United States¹

College	Enrollments
1. California State College, Fullerton, California	4903
2. California State College, Hayward, California	4053
3. Central Washington State College, Ellensburg, Washington	4529
4. Eastern New Mexico University, Portales, New Mexico	4088
5. Eastern Oregon College, La Grande Oregon	1202
6. Eastern Washington State College, Cheney, Washington	4007
7. Humbolt State College, Arcata, California	3244
8. Idaho State University, Pocatello, Idaho	4909
9. New Mexico Highlands University, Las Vegas, New Mexico	1407
10. Northern Arizona University, Flagstaff, Arizona	4690
11. Oregon College of Education, Monmouth, Oregon	1677
12. Sonoma State, Cotati, California	1666
13. Southern Oregon College, Ashland, Oregon	2468
14. Stanislaus State, Turlock, California	905
15. Western New Mexico, Silver City, New Mexico	1158
16. Western Washington State, Bellingham, Washington	4892

¹ "Western United States" is defined as the area represented by Arizona California, Idaho, New Mexico, Oregon and Washington.

APPENDIX V

Panel of Experts on Criteria for Instruction in Inter-American Relations

Dr. John Gange, Director
International Studies
University of Oregon
Eugene, Oregon

Dr. John J. Johnson
History Department
Stanford University
Stanford, California

Dr. Morton Kroll
Political Science Department
University of Washington
Seattle, Washington

Dr. George Sanchez
Latin American Center
University of Texas
Austin, Texas

Dr. Johannes Wilbert
Latin American Center
University of California at Los Angeles
Los Angeles, California

APPENDIX VI

Location of Interviews Obtained by Investigator and Enrollments of Schools

A. Schools in the United States	Enrollment ¹
1. Arizona State University	18,735
2. California State at Fullerton	4,903
3. Central Washington State College, Ellensburg	4,529
4. Eastern Washington State College, Cheney	4,007
5. Lewis and Clark College, Portland, Oregon	1,343
6. Merritt College, Oakland, California	12,116
7. Redlands University, Redlands, California	1,629
8. San Diego State, San Diego, California	17,313
9. Southern Oregon College, Ashland	2,468
10. Stanford University, Stanford, California	10,735
11. Stanislaus State, Turlock, California	905
12. University of Arizona, Tuscon	19,451
13. University of California, Berkeley	27,413
14. U.C.L.A., Los Angeles, California	23,724
15. University of Oregon, Eugene	11,801
16. University of Southern California, Los Angeles	19,603
17. University of Texas, Austin	26,835
18. Western Washington State College, Bellingham	4,892
B. Schools and Educational Offices in Mexico and Guatemala	Enrollment ²
1. Office of the Director, Antioch College Studies, Guanajuato	-----
2. Cultural Affairs Office, American Consulate, Monterrey.	-----
3. Cultural Affairs Office, American Embassy, Guatemala City	-----
4. Cultural Affairs Office, American Embassy, Mexico, D.F.	-----
5. El Colegio de Mexico, Mexico, D.F. 1 1	70
6. Exchange of Persons Office, American Embassy, Mexico D.F.	-----
7. Office of the Director-General of Higher Education and Scientific Investigation, Mexico, D.F.	-----
8. International Relations Office of the Teachers Union, Mexico, D.F.	-----
9. Mexican-North American Institute, Mexico, D.F.	-----
10. Office of the Librarian, Mexican-North American Institute, San Luis Potosi	-----
11. National Association of Universities, Mexico, D.F.	-----
12. National Indian Institute, Mexico, D.F.	-----
13. National Indian Institute, San Cristobal de Las Casa	-----
14. National Polytechnic Institute, Mexico, D.F.	12,017
15. National University of Mexico, Mexico D.F.	42,256
16. Office of the President, Teachers College, Saltillo	33
17. Training Office, A.I.D., Guatemala City	-----
18. University of Benito Juarez, Oaxaca	-----

¹ "Part 3, Higher Education," Education Directory. Wash., D.C.: Office of Education, U.S. Dept. of Health, Education and Welfare, 1966.

² "La Educacion Superiod, Appendices 'Bc' 'Cc' y 'D', Cuadra 2" in "La Obra Education del Regimen del Presidente Lopez Mateon" (195901964).

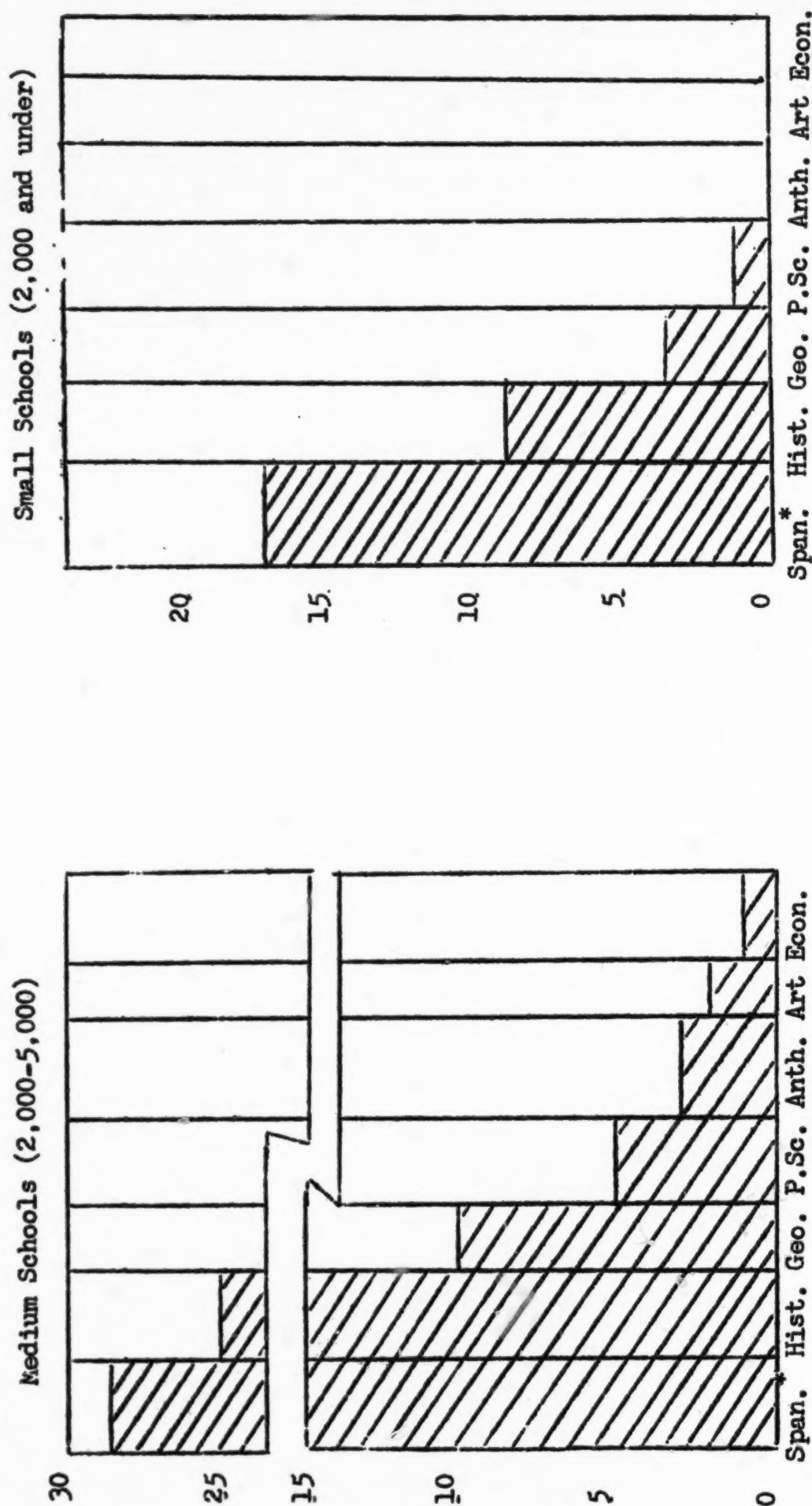
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19.	Office of the Rector, University de Michoacana, Morelia. .	2,020
20.	University of Morelos, Cuernavaca.	497
21.	Office of the Rector, University of Queretara, Queretaro .	474
22.	Office of the Registrar, University of San Luis Potosi . .	1,908

APPENDIX VII

Courses Listed in College Catalogues of Medium and Smaller Colleges in Western United States

Data selected to indicate courses offered was taken from participating schools' catalogues. Only those courses relating specifically to Inter-American Relations were selected. The various disciplines were compared by the number of courses offered by each school.¹



* Only the courses relating specifically to Spanish-American literature were selected.

¹ When the courses were compared on the basis of accumulated credit, the results were comparable.

APPENDIX VIII

Some Programs of Study for American Students in Mexican Universities Approximately (1965-66)

Mexican School	Cooperating U.S. School	No. of Students	Approximate Term	Cost	Population of City	Elevation
Estudios Universitarios del Antioch College en Guanajuato, Gto.	Antioch College, Antioch, Ohio	50-130	Quarters and 8-weeks 6/25-8/21	\$370 FRE*	25,000	6,500
International Academy of Spanish Escuela Normal, Saltillo	---	200	5 1/2 weeks 7/1-8/6	\$275 FRB*	90,000	5,000
Instituto Cultural Mexicano-Estudiante Americano, Mexico D.F.	(In cooperation with U.S. Embassy)	300	Quarters	?	6,000,000	7,200
Instituto Cultural Mexicano-Estudiante Americano, Morelia, Mich.	---	?	2-6 weeks 6/7-7-16 7/19-8/27	\$205 FRE*	30,000	6,400
(Experiment in International Living, Putney, Vermont) UNAM*	Lewis & Clark College, Portland, Oregon	20	Two Quarters	1,500 FRE*	6,000,000	7,200
University of the Americas, Mexico D.F.	Ohio Univ., Athens, Ohio, et al	?	Quarters	?	6,000,000	7,200
Guadalupe, Jal.	University of Arizona Tucson, Ariz.	600	6 weeks 6/28-8/5	\$385 FRE*	1,000,000	5,200
Universidad de Morelos, Cuernavaca, Mor.	---	150	6 weeks 7/5-8/13	\$186 FRB*	100,000	4,500
U.N.A.M.	University of Oregon Eugene, Ore.	60	6 weeks	\$495 FRE*	6,000,000	7,200
U.N.A.M. + Mex., D.F.	Redlands Univ. Redlands, Calif.	25	Fall Semester	1,150	6,000,000	7,200
Univ. de Vera Cruz, Jalapa, V.C.	Univ. of Minnesota, St. Paul, Minn.	?	Summer	?	100,000	3,500

* F=Fees, R=Room and Board, T=Transportation

+ U.N.A.M. = National University of Mexico, Mexico, D.F.